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ABSTRACT

This study provides a profile of the educational system of Ireland. It is intended as background reading for University of West Florida officials involved with evaluating applications for admission of students from Ireland. The Irish educational system can be divided into primary (elementary), post primary (secondary), and tertiary education (higher education), basically a 6-(3-3)-3 system. Attendance is mandatory from age six to age 15, covering the years spent in the primary schools and in the junior cycle of the post-primary school. The free national schools, where most students receive their primary education, allow students to move at their own pace. At this level the Catholic religion is considered the most important of all subject areas. Other curricula include the Irish and English languages, mathematics, social and environmental studies, art and craft activities, music, and physical education. The three year junior cycle of the post-primary school provides students with a general education through a core curriculum of Irish, religion, civics, and physical education. Having completed the compulsory education, the student must decide whether to continue attending school for at least two more years or to seek employment and arrange to attend school part time. The student who decides to attend school full time and earns the Intermediate Certificate or the Day Vocational Certificate must then decide whether to pursue the academic track which leads to the Leaving Certificate or pursue another senior cycle program. The Leaving Certificate qualifies students for university admission. Ireland also has many programs for the mentally and physically handicapped and for adult education. (Author/RM)

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EDUCATION IN IRELAND

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A Study

by

HAROLD D. HARDEN
Admissions Officer

October 29, 1976

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INTRODUCTION

The University of West Florida expects to entertain applications for admission from citizens of the Republic of Ireland. These students will be seeking admission into both undergraduate and graduate programs.

To ensure a proper evaluation of student credentials, to determine the admission status, and to make a placement recommendation, a profile of the educational system of the Republic of Ireland is required. There is, at the University of West Florida, a paucity of information concerning the Irish system of education. Thus, this project was undertaken to collect materials and to develop a selected bibliography, to examine the materials and to provide a profile of the Irish educational system. The profile and the bibliography are provided in the pages of this report.

The assistance of the University of West Florida Library inter-library loans division, the Consulate-General of Ireland, and the Department of Education, Dublin, is acknowledged.

The Republic of Ireland, a sovereign democratic republic, is an island off the coast of Europe. It is comprised of twenty-six counties and occupies an area of 27,136 square miles. In area, its size is comparable to that of the State of West Virginia and in population, estimated in 1974 to be 3,090,000, its size is comparable to that of the State of Connecticut.

In recent years, both industrialization and tourism have increased but the Republic remains predominantly agricultural with approximately thirty percent of the eligible workforce employed in agriculture, forestry, and fishing. Dublin, the capital city and the Republic's largest urban area, is home for approximately nineteen percent of the population. The prevailing tie to the land and the tie to Roman Catholicism (more than ninety-five percent of the people embrace the faith) underlie the fact that the Irish people remain homogeneous and closely knit.

The Irish nation is served by a system of education which originated in the early nineteenth century and has been shaped by the various religious, cultural, and political realities of nineteenth-century Ireland.[1] The system has in turn served the Irish nation well by transforming it from one in the nineteenth century in which illiteracy predominated to one in the twentieth century in which most persons, regardless of their station in life, can read and write.[2]

The system of institutionalized education may be divided conveniently into primary, post-primary, and tertiary education, basically a 6-(3-3)-3 system. The primary education is provided in the national schools or in the private schools; the post-primary education is provided in the secondary (grammar), comprehensive, and secondary (vocational) schools. The tertiary education is provided in the constituent colleges of the National University

of Ireland, in Dublin University (Trinity College), in the training colleges for primary school teachers, in the College of Technology and regional technical colleges, in the training colleges for teachers of domestic science,[3] and in the National College of Art.

The fundamental principles which underlie the educational system of Ireland are stated in the Constitution. In Article 42, the State recognizes that the broad aim of education is the religious, moral, intellectual, physical, and social development of the individual. The State also recognizes that the natural and primary educator of the child is the family; however, as guardian of the common good, the State requires that all children receive a minimum education. Attendance is mandatory from age six to age fifteen. These years cover the years spent in the primary school and in the junior cycle of the post-primary school.

The basic structure of the system of educational administration has changed little since the system was inaugurated; State administration of education continues to be vested in the Department of Education under the Minister of Education.[4] The Minister is a member of the government and is responsible to the Parliament. Statutory rules required to enforce the enactments dealing with both primary and post-primary education are made by the Minister and submitted to Parliament. The rules required in the vocational area are adopted at the local levels by the local vocational committees; the Department of Education ensures enforcement. Since the primary and post-primary schools are not a system of State schools but are basically a system of State-aided institutions, the Minister can ensure enforcement of statutory authority by withholding recognition from any

school which may fail to comply with the rules.[5]

In the domain of primary education, the Minister of Education outlines the general conditions for recognition of the school, provides the financial assistance, establishes or approves the programs of instruction, and provides inspection and advisory services.[6] In addition, the Minister establishes the teacher certification requirements and provides financial assistance to the teacher training institutions.[7]

In the area of secondary education, the Minister's responsibilities are as important but are not as numerous. Secondary (grammar) education is provided in private institutions. The Minister recognizes and assists financially the operations of these schools, approves the curricula, provides the requirements for registration of the secondary teachers, provides the inspection and advisory services, and conducts the required examinations. The Minister exercises financial supervision in the area of secondary (vocational) education, provides inspection and advisory services, controls the curricula and standards of education, provides the requirements for the registration of teachers, and awards the required certificates on the basis of the State controlled examinations.[8]

In the vocational area, finances for both current and capital expenditures are provided primarily by the local authorities from local taxes. The local funds are supplemented by the State funds. The local vocational education committees provide the continuation and technical education, appoint the necessary teaching, administrative, and clerical staff, and provide the required buildings and equipment. (The State approves the building plans, methods of financing, and cost.)

With the exception of the National College of Art, the Military

College, the Munster Institute, and in a limited sense, the Veterinary College, the institutions which provide the tertiary education are administered by their own authorities. Most of the institutions receive substantial assistance from State funds; some also receive financial assistance from local authority funds.[9]

To obtain the primary compulsory education (age 6 to age 12), more than ninety-five percent of the students attend the national schools where the education is free. The national schools are normally not controlled directly by the Irish government, as indicated previously, but rather are usually owned by a religious group and are organized by the parents. Most often the school is managed by the local clergyman who is appointed by the Department of Education and who serves at the pleasure of the Patron. The Patron is often the Bishop of the Diocese or the trustees as appropriate to the denominational character of the school. The schools are staffed by teachers appointed by the manager; the teacher salaries are determined by the Department of Education with the concurrence of the Minister of Finance and are negotiated through conciliation and arbitration.[10]

The school manager, in addition to appointing the teachers, is tasked with the building of the school, ensuring the students' physical welfare by providing the necessary heating, cleaning, and maintenance of the buildings, maintaining communication with the Department of Education, and supervising religious instruction.[11]

In the national schools, a new program has been initiated which is a continuation of the education begun in the home.[12] The program is designed to help the student to live a full life as a child and to develop in the

student the desire for knowledge and the capacity for further education. The Irish recognize that the student plays a major role in his own education; the new program is thus an integrated learning program centered on the student rather than on the subject matter, on how the student is taught rather than on what he is taught, and on learning rather than on teaching. This new flexible program is enhanced by group teaching which permits the student to work on his own at times, and as a member of a group, large or small, at other times. The program also permits the student to progress at a comfortable pace and to reach his own level of satisfaction. In addition, the program requires that the teacher be a director of learning and not just a disseminator of information.[13]

In this new program, religion is considered most important and permeates all activities of the school. Second to religion is language which is sine qua non for learning and communication. The student learns to use both the Irish and English languages, mastering the language spoken at home and studying the second language for at least one period daily. Other subjects in the curriculum are mathematics, social and environmental studies, art and craft activities, music and physical education. The primary schools operate five days per week for forty-two weeks each year beginning in early September and continuing until the last of June.[14] During each week, secular instruction is prescribed for at least four hours per day.

After completion of the primary school (standard six) at about age twelve or thirteen, the student moves to the junior cycle of the post-primary school. This cycle covers the remaining three years of the compulsory education and has as its objective to help fit the student for life

rather than to prepare him for a specific job or career. The student may complete the junior cycle in a secondary (grammar) school, one of the few established comprehensive schools, in the local secondary (vocational) school, or in one of the national schools which offers the junior cycle as "secondary tops."[15] Education in the junior cycle is free.

The Irish believe that in the changing society, the one quality which the people need most is adaptability, and that this quality can come from a sufficiently varied and properly balanced general education. To ensure that the student in the junior cycle is provided a proper general education, the State has approved a curriculum, based on the comprehensive idea, which in each post-primary school provides a core of Irish, religion, civics, and physical education. To this core is added a main subject group; optional subjects may also be added.[16] The Irish ensure that a common standard of work exists in all post primary schools.

The comprehensive idea, employed in the junior cycle which permits the tailoring of the students' programs to their individual needs through extensive course offerings also provides a comprehensive guidance service. In addition to providing a balanced general education, the junior cycle is a three year observation and guidance period during which the students' interests and abilities may develop, and at the end of which the students may be better equipped to make a more informed decision regarding their educational futures.[17]

Once the student has completed the compulsory education, he must make a major decision concerning his educational future. Basically, he must decide whether to continue whole-time school for at least two more years or

seek employment and arrange to attend part-time school. Should his decision be to attend whole-time school, the student who earns the Intermediate Certificate or the Day Vocational Certificate must then decide whether he will pursue the academic track which leads to the Leaving Certificate or will select another senior cycle program.

The student who does not choose to follow the academic track may elect to study toward trade and technician qualification in the College of Technology in Dublin or in one of the eight regional colleges. He might also elect to study for one or two years in one of the nine colleges of agriculture to prepare for a career in agriculture or in an agriculturally related field, or he may choose to study in one of the twelve residential Schools of Rural Domestic Economy. After the Rural Domestic Economy course he may enter another program such as a three year course in Farm Home Management. Another option available to the student permits possible entrance into a school of art where he may perfect his talents and/or continue toward qualification as a teacher of art. Regardless of the option the student exercises, the State encourages those who have the ability to continue study on a part-time basis toward the Leaving Certificate after their immediate objective has been reached.

The Leaving Certificate program is designed primarily for those students who are interested in an academic education as a follow on to the Intermediate Certificate. It is expected that the students who earn the Leaving Certificate will be prepared to enter society or to enter higher education. The Leaving Certificate is an essential

qualification for many jobs in the Irish Republic and is essential for army and navy cadetships. It is also used for competitive purposes by the Civil Service and by many semi-State companies. For those students who are examined in five university subjects (including Irish) and who attain at least two "C" grades, the Leaving Certificate is qualification to enter the Universities, the institutions which offer professional and technical education, and the teacher training colleges.[18]

There are two universities in the Republic central to the tertiary level of education. Dublin University (Trinity College) is privately controlled (but State-aided) and the National University of Ireland is organized and controlled by the Irish Government. The National University is an examining and degree granting institution; the courses of instruction are given at its constituent colleges at Dublin, Cork, and Galway, and at St. Patrick's College at Maynooth.[19]

As mentioned previously, the duration of the programs in the Universities vary. A student may complete the bachelor's degree in some disciplines at the National University in three years. The programs leading to the three year degrees are offered in the arts, science, Celtic literature, music, social science, and commerce.[20] A student may complete the bachelor's degree in engineering, agricultural science, dairying, and law in four years. The bachelor's degree in medicine, surgery, obstetrics, or dental science requires six years study. The programs at Dublin University (Trinity College) also vary from four to six years.

At both the National University and Dublin University (Trinity College), the master's degree requires study for at least one year beyond the first degree; the period of study may be greater depending on the program

pursued. The doctor of philosophy degree requires from two to three years of work beyond the bachelor's degree; examinations and a thesis are required.[21]

Students earning the bachelor's degree at either Dublin University (Trinity College) or the National University may be admitted to a program leading to a higher degree provided the first degree is appropriate to the advanced degree sought and was earned with at least second class honors. Students who fail to qualify for admission into a program leading to an advanced degree may be considered for admission upon successful completion of a qualifying examination administered by the university. Students holding degrees from other universities may be considered for admission to the master's degree programs.[22]

The teacher training colleges are also a sector of the tertiary level of education and students who plan to become primary school teachers complete their secondary education and earn the Leaving Certificate at one of the six teacher preparatory colleges. The post-secondary program consists of two years of professional study at a teacher training college followed by one year of practical training.[23]

The prospective teachers of domestic science receive their professional training in private but State-aided special purpose institutions. Students seeking this professional training must also have reached university entrance standards. Competition for entrance is keen and further written, oral, and practical examinations followed by an interview are used as the basis for selection. The domestic science program is three years in duration and its completion requires examination successes in such as cookery, dressmaking, household management, hygiene, and practice

teaching.[24]

Also in the tertiary level of education are the various institutions which offer professional and technical education at the advanced level. The principal institutions are the Royal College of Surgeons (medical and dental), the College of Pharmacy of the Pharmaceutical Society of Ireland, the law school of the Honorable Society of King's Inns (for barristers), the law school of the Incorporated Law Society of Ireland (for solicitors), the Military College, the Institute of Public Administration, the National College of Art, the Munster Institute, the Irish Management Institute, the College of Technology and the regional technical colleges. Included in the tertiary level are other such institutions as St. Mary's College which offers courses in dietetics and in hotel, institutional, and home management; the Dublin Municipal School of Music, the College of Commerce, and the local hospitals which are affiliated with the medical and dental schools of the university colleges and the Royal College of Surgeons.[25]

The Irish believe that higher education cannot be separated from research; thus, they include several research institutes and services as a part of tertiary education. The principal ones include the Agricultural Institute, the Institute for Industrial Research and Standards, the Medical Research Council, the Dublin Institute for Advanced Studies, the Royal Irish Academy, the Irish Folklore Commission, the Irish Manuscripts Commission, the Economic and Social Research Institute, and the Library and Museum Services.[26]

The Irish, in addition to providing a structured primary, post-primary, and tertiary education system, also provide for those with

special needs. The concern for these students is evidenced by the rapidly expanding programs for the mentally and physically handicapped.[27] The Irish system of education also provides for the needs of the adult citizens with offerings, varied and numerous, covering subjects which range from cookery to carpentry, from public speaking to business, and from hobbies to diplomas.

It is evident that the Irish support education and that the system, while appearing complex, has been designed to meet the needs of the nation it serves. The Irish are anxious to provide equal opportunity for all citizens, and believe that their system of education, properly managed and continually assessed to ensure that appropriate programs are available, can assist in the achievement of the national objective.

NOTES

1. Donald H. Akenson, The Irish Education Experiment: The National System of Education in the Nineteenth Century (Toronto: University of Toronto Press, 1970) pp. 376-391. Cited hereafter as Akenson, Experiment. The influences of nineteenth-century Ireland are evident in such facts as: 1) the primary schools remain small, clerically managed institutions in which the Protestant and Catholic rarely meet; 2) primary and secondary education are separate; 3) secondary education after age fifteen is not compulsory; 4) the schools inculcate Irish patriotism rather than British history; and 5) the control over education is exercised mainly through control over the purse.

2. Akenson, Experiment, p. 376. In 1841, fifty-three percent of the population five years of age and over could neither read nor write. By 1901, the percentage had been reduced to fourteen. With the compulsory primary and post-primary (junior cycle) education, the percentage who can neither read nor write is negligible.

3. There are four main elements in the Irish structure of higher education. In addition to the multi-faculty universities and the teacher training colleges and courses, there are also professional and technical colleges and research institutes and services. The elements of higher education are presented on pages 8-10 of this paper. While the educational system is basically a 6-(3-3)-3 system, variations do exist. For example, the senior cycle of the post-primary education may be completed in two years. There is however a provision for a third (advanced) year. At the tertiary level, the bachelor's degree program offered by the Dublin University (Trinity College) is a four-year program; the program for students training to become primary school teachers is a three-year program (two years academic and one year practicum). Bachelor's degree programs offered by the constituent colleges of the National University vary in duration from three years to six years, the length being determined by the discipline selected. Variations also exist in other programs at the tertiary level, particularly in the special institutes, schools of art, schools of agriculture, and the Department of Education training courses. See Commission on Higher Education 1960-67, Presentation and Summary of Report and Report (Dublin: The Stationery Office, 1967). Cited hereafter as Commission, Summary and Report respectively.

4. See Appendix A for an organizational chart of the Department of Education.

5. While the system is that of State-aided institutions, the State has established and does operate a few comprehensive schools. "Education in Ireland," a reprint from Encyclopaedia of Ireland (Dublin: Allen Figgis and Co. Ltd., 1968), unnumbered page 5.

6. There is no discrimination in the provision of State aid to schools of different denominations. Likewise, any student may attend a school which receives public money and not be compelled to attend religious instruction in that school. UNESCO, World Survey of Education, V (Paris: The Organization, 1971) p. 622. Cited hereafter as WSE.

7. To meet certification requirements, primary school teachers must have completed the course of training prescribed in a Department of Education recognized teacher training college. The Department prescribes certification requirements for teachers in other agencies also. Secondary school teachers must possess a university degree and recognized teacher training qualification. WSE, III, 1961, p. 693. In the vocational domain those teaching practical subjects must have completed the Department of Education recognized course of training; those teaching academic subjects must have a university degree. Teachers of music and rural science must possess the university degree or its equivalent (the equivalent is determined by the Department of Education). Teachers of domestic science must hold the domestic science diploma or must have completed the approved Department of Education program. Teachers of art must hold the Department of Education recognized certificate in art. See WSE, III, p. 695, for a complete listing of teacher qualifications in the vocational area.

8. The Day Vocational Certificate and the Intermediate Certificate examinations assess the students' achievements at the junior cycle of the post-primary education (about age fifteen) to determine the fitness of the students to enter the more advanced study in the secondary (grammar) and (vocational) schools. The Leaving Certificate examination and the Advanced Certificate examination are mainly tests of achievement which testify to the completion of a good secondary education and to the fitness of the students to enter a course of study at a university or educational institution of similar standing. The Advanced Certificate program provides the students in the senior cycle of the post-primary school an additional year of study. Qualification for the Leaving Certificate is not a prerequisite to sit for the Advanced Certificate examination. Department of Education Pamphlet, All Our Children (Dublin, 1969). Cited hereafter as All Our Children.

9. The Universities and their colleges are autonomous but receive financial contributions from both the local authorities and the State. From the local authorities, the Universities receive direct grants and the scholarship programs for higher education receive their finances. In addition, vocational education committees receive from local authorities general grants which are used in part for higher education. Regarding the Veterinary College, the Department of Agriculture maintains responsibility for its administration and maintenance. The academic work of the Veterinary College is the responsibility of the faculties of veterinary medicine in both the University College, Dublin and Dublin University (Trinity College) by agreement between the State and the Universities. The Munster Institute is administered by the Department of Agriculture and Fisheries for the training

of instructors in rural home economics for the Agricultural Advisory Services. The Military College is State administered for the training of cadets for the armed forces; the National College of Art is financed and controlled by the Department of Education. Commission, Report, pp. 9-15.

10. The procedure for the appointment and pay of secondary teachers is similar. Salary schedules are incremental in structure and special qualifications and additional responsibilities receive additional compensation. WSE, V, 1971, p. 626, and Department of Education, Report of the Council on Education (Dublin: September 30, 1960) p. 78.

11. Normally the manager provides a suitable site and the State contributes the bulk of the financing for building or reconstruction. The remainder of the funds are provided by the manager from local sources. In contrast, in the secondary schools, planning and construction are carried out by architects employed by the school. State supervision is ensured through approval of the plans, proposals, and specifications. The State provides grants to help pay for heating, cleaning, and regular painting. Vocational committees are responsible for planning and constructing their schools. Plans and estimates are approved by the Department of Education. WSE, V, 1971, pp. 624-626.

12. Included in the continuum of education between the home and the primary school is an infant department. Although not legally a part of the educational system, the provision is made by the State for the children four to six years of age to attend the infant schools. HEW, Office of Education 14034-69, Educational Data: Republic of Ireland, March 1963, p. 1. See Appendix B for a chart of the continuum.

13. See Appendix C. In contrast to the present system, the previous system, as indicated by the timetable, was compartmentalized.

14. Secondary (grammar) schools operate from September to June, 200 days per year (180 days for those schools operating on a five day week provided the instruction is given at least twenty-eight hours per week). The secondary (vocational) schools operate from September to June; the school week is a minimum of twenty-five hours. At Dublin University (Trinity College), the academic year is October to July, and at the constituent colleges of the National University, the academic year is October to May. The academic years at the other institutions of the tertiary level vary. WSE, IV, 1966, pp. 638-645.

15. The basic course of instruction in each of the schools is the same and prepares the student for the same public examinations (Intermediate Certificate and Day Vocational Certificate). The students may sit for either or both examinations.

16. See Appendix D for the examination program for the Intermediate Certificate and the Day Vocational Certificate.

17. Although some comprehensive schools have been established (primarily in areas where adequate facilities for post-primary education did not exist) few are scheduled for the future. The comprehensive idea is being promoted through cooperation between existing schools; the schools share programs and exchange teachers.

18. University subjects are defined by both Universities. Commonwealth Universities Yearbook (London: Association of Commonwealth Universities, 1972) pp. 1661-1663. Cited hereafter as Yearbook. Students with the Leaving Certificate are accepted at a large number of universities and colleges within the United States. Students may also qualify for entrance to Irish Universities by passing the particular University's matriculation examination. See Appendix E for the examination program for the Leaving/ Advanced Certificate.

19. St. Patrick's is a seminary for the training of the Catholic clergy. Courses in some faculties are given at each of the constituent colleges of the National University while some courses are restricted to a particular college, e.g., science at the University College, Dublin, and Dairy Science at the University College, Cork.

20. See Appendix F for a sample program which led to the bachelor's degree in the arts at University College, Dublin (constituent college of the National University).

21. For information concerning the programs leading to the particular degrees offered, see Yearbook, pp. 1661-1675.

22. Admissions requirements are established by each institution. Students holding the first degree from either Dublin University (Trinity College) or from one of the colleges of the National University are normally considered for admission into appropriate graduate programs at universities in the United States provided the degree was earned with at least second class honors.

23. The teacher preparatory colleges use Irish as the language of instruction. The preparatory colleges are in fact secondary schools for the students who intend to become teachers and who will pursue the teacher training program at one of the six State-aided teacher training colleges. The teacher training colleges are organized on denominational lines. Five are Catholic and one is Protestant. For a listing of the colleges, their affiliations, and clientele, see Commission, Report, p. 12. Persons who complete the teacher training program are normally accepted into colleges and universities in the United States and are credited with two years of credit toward the bachelor's degree. See Appendix G for a sample program of study at a teacher training college.

24. There are two Domestic Science Training Colleges. These institutions, like the teacher training colleges, are privately owned, State-aided institutions. Commission, Report, p. 17.

25. For a listing of these institutions and their functions, see Commission, Report, pp. 13-16. For an excellent graphic display of how the regional technical colleges fit into the Irish educational system, see All Our Children, pp. 50-51.

26. For the functions of these institutes and services, see Commission, Report, pp. 16-17.

27. These schools increased in number from fifty-three in 1952 to 158 in 1968. The schools cater to the blind and partially sighted, deaf and hard of hearing, physically handicapped, mild mentally handicapped, moderate mentally handicapped, and emotionally disturbed. The average enrollment increased from 721 in 1952 to 4,568 in 1968. All Our Children, pp. 54-55.

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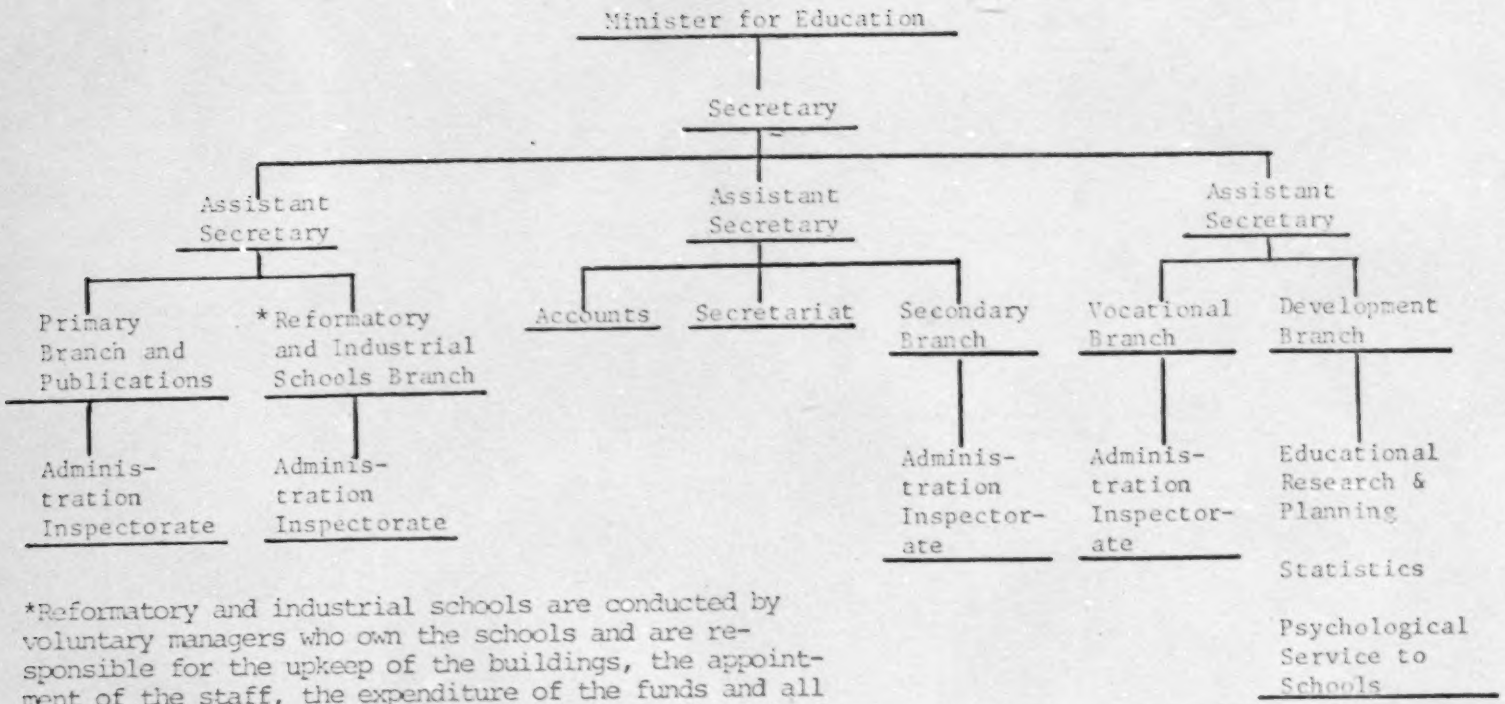
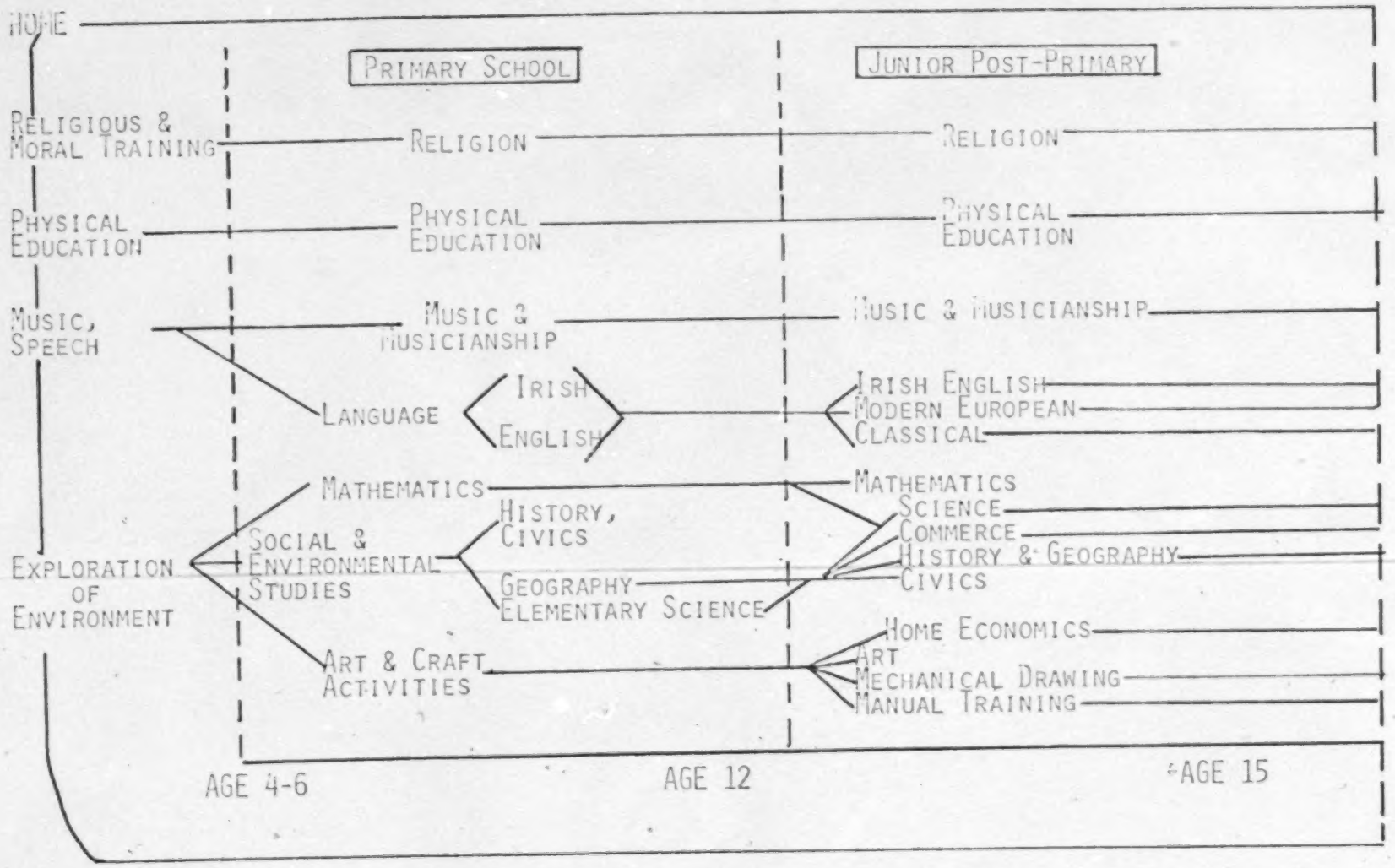
APPENDIX A



*Reformatory and industrial schools are conducted by voluntary managers who own the schools and are responsible for the upkeep of the buildings, the appointment of the staff, the expenditure of the funds and all details of school management. Grants are received from the Department of Education and local authorities. Reformatory schools are designed for youthful offenders over 12 and under 16 years of age who may be detained to a date not later than their nineteenth birthday. Industrial schools are for children up to age 16 who have been found wandering, begging, etc., or who have been convicted by the courts for certain offenses. Provision is made for the education and training as well as the maintenance of children committed to reformatory and industrial schools. In many cases they attend schools outside the institution in which they reside. WSE, III, 1961, p. 687.

Extracted from World Survey of Education, V, 1971, p. 625.

THE CONTINUITY OF EDUCATION



Department of Education Pamphlet, All Our Children (Dublin: 1969), pp. 4-5.

APPENDIX C

WEEKLY TIMETABLE FOR NATIONAL SCHOOLS

Subjects	Year	I	II	III	IV	V	VI	Total Hours	Percentage of Total School Time
	Age	6	7	8	9	10	11		
		Number of hours per week							
Religion		2½	2½	2½	2½	2½	2½	15	9.40
Irish									
oral		-	6	6	6	5	4	27	16.93
written		-	1½	1½	2	2	2	9	5.64
English (optional in first and second years)									
oral		-	4	4	3½	3½	3½	18.5	11.60
written		-	2	2	2½	2½	2	11	6.90
Arithmetic		-	5½	5½	5	5	5	26	16.30
History		-	-	-	-	-	1½	1.5	0.94
Geography		-	-	-	-	1	1	2	1.25
Music		-	1	1	1	1	1	5	3.13
Algebra (in certain schools)		-	-	-	-	-	1	1	0.63
Geometry		-	-	-	-	-	1	1	0.63
Needlework (girls)		-	1	1½	2	2	2	8.5	5.33
Rural science or nature study (optional)		-	-	-	-	-	1	1	0.63
Drawing (optional)		-	1	1	1	1½	1½	6	3.76
Physical training (optional)		-	1	1	1	1	1	5	3.13
Cookery or laundry (optional) or domestic economy		-	-	-	-	1½	1½	3	1.88
Manual instruction (optional - boys)		-	-	-	-	-	1½	1.5	0.94
Infant training (first year)									
Irish		7						7	4.39
Handwork		2						2	1.25
Games		1						1	0.63
Number		4						4	2.50
Music		1						1	0.63
English (optional)		2½						2½	1.57
Total		20	25½	26	26½	28½	33	159.5	99.99

Extracted from HEW, Office of Education, 14034-69, Educational Data: Republic of Ireland, March 1963, p. 3.

THE INTERMEDIATE CERTIFICATE PROGRAM

LANGUAGE

- VERNACULAR
  - IRISH (*Lower Course or *Higher Course)
  - ENGLISH (*Lower Course or *Higher Course)
- CLASSICAL
  - *HEBREW
  - *GREEK
  - *LATIN
- MODERN EUROPEAN
  - *FRENCH *GERMAN
  - *ITALIAN *SPANISH

SOCIAL STUDIES

- HISTORY & GEOGRAPHY
- *COMMERCE

THE NATURAL SCIENCES

- MATHEMATICS (*Lower Course or *Higher Course)
- SCIENCE

ARTS & CRAFTS

- *HOME ECONOMICS
- *ART
- *WOODWORK
- *METALWORK
- *MECHANICAL DRAWING

MUSIC

- *MUSIC
- or*GENERAL MUSICIANSHIP
- or*GENERAL & PRACTICAL MUSICIANSHIP

*Denotes a full subject

The Intermediate Certificate is awarded to candidates who reach at least Grade D in five or more subjects, one of which must be Irish.

Department of Education Pamphlet, All Our Children (Dublin: 1969) p. 35.

APPENDIX D Continued

Reference the Lower Course and Higher Course. Except in the case of Irish, English, and mathematics, there is a common syllabus in each subject for all junior cycle students--there are no higher or honors syllabuses for those students who might be above average attainments. In Irish and English there are alternative syllabuses in language and in literature, the literature syllabus in each case being of a higher standard that the language syllabus. In addition to the ordinary syllabus in mathematics there is a syllabus in elementary mathematics which girls only may take. Department of Education, Report of the Council on Education (Dublin: September 30, 1960) p. 72.

Three of the most important subjects taught in the post-primary schools, religion, civics, and physical education do not appear in the Intermediate Certificate Program. Religion is examined by the authorities of the appropriate denomination. Civics fosters the habits and attitudes required for good citizenship and the Irish believe that a formal examination of civics would tend to attach too much importance to the gathering of information, which in civics is only a means to an end. Physical education cultivates both physical and mental health, and develops skills and desirable social and personal habits and attitudes. The Irish believe that physical education, like civics is not considered suitable for examination. Department of Education Pamphlet, All Our Children (Dublin: 1969) p. 34.

For the Day Group Certificate, the candidate must reach at least Grade D in each of the main subjects. Grade C is required in those subjects that are tested by practical examination (such as woodwork, metalwork, and cookery). The candidate is tested in Irish and must earn at least 30% for the award of the certificate. The Day Group Certificate Program and grading system for this certificate and the Intermediate Certificate follow:

GROUP	Main Subjects
Commerce (General)	Bookkeeping, Commerce, Commercial Arithmetic, Mathematics.
Commerce (Secretarial)	Commerce, Shorthand (secretarial), Typewriting (Secretarial).
Home Economics	Cookery, Needlework, Laundrywork, Home Management, Home Economics.
Manual Training	Mechanical Drawing or Art, Woodwork or Metalwork.
Rural Science	Rural Science, Woodwork or Metalwork.
Optional Subjects	Bookkeeping, Commercial Arithmetic, Commerce, Typewriting (General or Secretarial), Shorthand (General or Secretarial), Retail Practice, Cookery, Home Management, Laundrywork, Home Economics, Household Science, Business Methods, Irish, English, French, German, Spanish, Italian, History and Geography, Art, Mechanical Drawing, Woodwork, Metalwork, Rural Science, Mathematics.

CANDIDATES MAY ENTER FOR ONE OR MORE GROUPS--THEY MUST TAKE THEIR MAIN SUBJECTS FROM THE GROUP(S) SELECTED. ANY NUMBER OF OTHER SUBJECTS MAY BE TAKEN AS OPTIONAL SUBJECTS. IRISH IS REQUIRED. THESE CANDIDATES ARE ALSO GIVEN INSTRUCTION IN RELIGION, CIVICS, AND PHYSICAL EDUCATION. AS WITH THE INTERMEDIATE CERTIFICATE PROGRAM, RELIGION IS EXAMINED BY DENOMINATIONAL AUTHORITIES, CIVICS AND PHYSICAL EDUCATION ARE NOT EXAMINED FORMALLY.

EXAMINATION GRADES

Grade	Range of Marks
A	85-100
B	70-84
C	55-69
D	40-54
E	25-39
F	10-24
No Grade	Less than 10

Data on the Day Vocational Certificate and the grading system for the Day Vocational Certificate and the Intermediate Certificate were extracted from Department of Education Pamphlet, All Our Children (Dublin: 1969), pp. 33-34.

LEAVING AND ADVANCED CERTIFICATES: GROUPING

LANGUAGE GROUP	Leaving	Irish, English, Modern Continental Languages, Hebrew, Greek, Latin. (Group, if chosen, must contain two languages other than Irish and English)
	Advanced	As for Leaving.
SCIENCE GROUP	Leaving	Mathematics, Physics, Chemistry, Physics and Chemistry (Joint), Biology, Applied Mathematics.
	Advanced	As for Leaving; but exclude Physics and Chemistry (Joint).
BUSINESS STUDIES GROUP	Leaving	Accounting, Business Organisation, Economics, Economic History.
	Advanced	Accounting, Economics (including Economics Statistics), Business Administration, Commercial Law.
APPLIED SCIENCE GROUP	Leaving	Engineering Workshop Theory and Practice, Technical Drawing, Building Materials and Processes, Mechanics, Physics and Chemistry (Joint), Applied Physics, Agricultural Science (Plant and Animal Husbandry), Farm Economics, Home Economics (Scientific and Social), Home Economics (General).
	Advanced	(Subjects Not Determined To Date).
SOCIAL STUDIES GROUP	Leaving	History, Geography, Art (including Crafts), Music, Home Management.
	Advanced	As for Leaving.

Department of Education Pamphlet, All Our Children (Dublin: 1969), p. 39.

APPENDIX E CONTINUED

The comprehensive idea is employed in the Leaving Certificate/ Advanced Certificate programs--the subjects have been arranged in groups. The student must choose three or more subjects from the group he is interested in. (The Irish recommend that the student take at least two subjects from outside his chosen group). For example: a student interested in the Science group must take at least three of the following: mathematics, physics, chemistry, physics and chemistry (joint), biology, applied mathematics. He will be encouraged to take two subjects from the remaining groups. He must also take Irish. For the award of the Leaving Certificate, the student must earn at least grade D in Irish and four other subjects. The grading scale is the same as for the Intermediate and Day Vocational Certificates. The Leaving Certificate may be earned as the result of part-time education.

To enter the Advanced Certificate examination, whole-time students must have completed an approved three-year senior post-primary course. They must take three subjects in the examination. Qualification for the award of the Leaving Certificate is not required to proceed to the Advanced Certificate. The Students must also take Irish. At least, grade D is required in each of the subjects.

Department of Education Pamphlet, All Our Children (Dublin: 1969), pp. 38-41.

REGISTRAR'S OFFICE,
ADMINISTRATION BUILDING,
UNIVERSITY COLLEGE,
BELFIELD, DUBLIN 4.

TELEPHONE: 693244

/KW

[redacted]

THIS IS TO CERTIFY THAT [redacted], born [redacted], entered this College in October [redacted] and attended the following full-time courses in the Faculty of Arts:-

SESSION [redacted]	SUBJECTS		HOURS PER WEEK LECTURES & TUTORIALS	
First Year Arts courses	Philosophy	Honours	4	
	Logic	Honours	3	
	English	General	2	1 every 2 wks.
	Irish	General	4	
SESSION [redacted]				
Second Year Arts Honours courses - Group XIX -	Personality		2	
	Child Psychology		2	
	Perception		1	
	Learning		1	1 every 3 wks.
	Methodology		1½	
	Social Research Method		1½	
	Statistics		1	
	Philosophy		1	
	Laboratory		5	
SESSION [redacted]				
Third Year Arts Honours courses - Group XIX -	Vocational Psychology		2	
	Educational Psychology		2	
	Social Psychology		2	
	Physiological Psychology		1	
	Behaviour Modification		1½	1 every 3 wks.
	Animal Psychology		1½	
	Advanced Theory		1	
	Statistics		1	
	Laboratory		5	

SPECIMEN

[redacted] passed the First University Examination in Arts in Summer 1968, and the Second Arts (Honours) College Examination in Summer 1969. [redacted] obtained the B.A. (Honours) Degree, Group XIX, with an award of Second Class Honours, Grade 1 in [redacted] and this Degree was conferred on him on [redacted]

OUR LADY OF MERCY COLLEGE OF EDUCATION

CARYSFORT PARK, BLACKROCK, CO. DUBLIN, EIRE

NAME OF STUDENT: .....

PERIOD OF TRAINING: ~~XXXXXXXXX~~/October [illegible] - June [illegible] (35 weeks per year approx.)

SUBJECT	Hours per week	Total no.of hrs	Total Exam. Hrs	Rating
RELIGIOUS EDUCATION (a) Dogmatic Theology: Christian Dogma Principles of Morality, Theological & Moral Virtues. (b) Study of Sacred Scripture - O.T. and N.T. (c) Teaching of Religion - organization of courses, Principles & Methods of teaching, Practice of Teaching.	3	210	5	A
EDUCATION: (a) Principles of Teaching underlying all Grade School Subjects. (b) Philosophy of Education. (c) Educative Influences - home, school, environment. (d) Mental Growth of Children - Intelligence testing. (e) Health Education - physical development of children. (f) Character Education. (g) Educational Psychology - intellect, will, senses, emotions, instincts. (h) Vocational Guidance. (i) Practical Teaching in Grade Schools. (Twelve weeks, supervised) (j) History of Education.	4	280	15	B+ A+
KINDERGARTEN EDUCATION: (a) Study of Growth & Development of pre-school child & of school child (4 - 8 yrs). (b) Kindergarten Activities. (c) Projects for all age groups involving use of different media and research work. (d) Principles underlying teaching of all kindergarten subjects with special emphasis on teaching of Reading, Writing and Mathematics. (e) Music - Rhythmic movement, dance, percussion and vocal training. (f) Art -its place and value in the life of the growing child. (h) Physical Education: Study of the principles of physical and [illegible]	2	140	10	A+

(f) Character Education.
(g) Educational Psychology - intellect, will, senses, emotions, instincts.
(h) Vocational Guidance.
(i) Practical Teaching in Grade Schools. (Twelve weeks, supervised) A
(j) History of Education.

KINDERGARTEN EDUCATION: 2 140 10 A
(a) Study of Growth & Development of pre-school child & of school child (4 - 8 yrs).
(b) Kindergarten Activities.
(c) Projects for all age groups involving use of different media and research work.
(d) Principles underlying teaching of all kindergarten subjects with special emphasis on teaching of Reading, Writing, and Mathematics.
(e) Music - Rhythmic movement, dance, percussion and vocal training.
(f) Art -its place and value in the life of the growing child.
(h) Physical Education: Study of the principles of physical ed.; Agility exercises, games, use of apparatus.

GAELIC (IRISH): 3 210 10 B
(a) Irish Literature - History of Irish Prose, of Irish Poetry; Study of Irish Prose(1890-present day)
(b) Structure of the Irish Language.
(c) Creative Writing; Reading.
(d) Phonetics & Fundamentals of Speech Training.
(e) Derivation of Surnames & Place Names.

ENGLISH: 3 ~~210~~ 10
(a) History of Literature of England in 20th C. 105 6 B
(b) Literature of 17thC. - Milton and Dryden.
(c) Literature of 18thC. - Pope and Johnson.
(d) Literature of 19thC. - Wordsworth to Swinburne.
(e) A Shakespearian Tragedy, a Shakespearian Comedy.
(f) Structural History of the English Language.
(g) English Grammar.
(h) Creative Writing: Instruction & Practice in the fundamentals of effective composition & heading.
(i) Development of the Drama & of the Novel.
(j) Anglo-Irish Literature.

ART: 2 140 6 D
(a) Object and Pictorial Drawing.
(b) Lettering
(c) Art Education - value of art in relation to the child.

6

	Hours per week	Total no. of hrs	Total Exam. Hrs	Rating
HISTORY: (a) History of the Church - general survey from earliest times to the present time. (b) History of Ireland, of England, of Europe. (c) History of the United States (1775-1918) (d) Relations between Church and State.	3	210	10	B+
GEOGRAPHY: (a) Physical basis of Geography - study of the earth's crust, the atmosphere, ocean circulation, land forms, river systems and lakes. (b) Economic Geography. : Condition & distribution over the earth's surface of man's economic activities - production, manufacture, exchange & transport. (c) Conservation of Natural Resources. (d) Regional Geography of the World. (e) Topography of the earth, Map structure, Ordinance Survey maps, isobars and isotherms. (f) Historical Geography of Ireland.	2	140	6	B+
MUSIC: (a) Applied Music. Vocal Music - Liturgical Singing - Study & rendition of the music in liturgical functions. Gregorian Chant - fundamentals according to the principles of Solesmes. Vocal technique - solo and choral. (b) Rudiments of Theory (Visual & Aural). Music Methods in elementary school. Vocal techniques, songs, choral work & conducting. Notation & sight reading; History & Appreciation.	4	280	6	A+
GENERAL SCIENCE: (a) General Physics - Latent & Specific heat - thermometry, matter, atmospheric pressure, fluid pressure (b) General Chemistry - Composition of the air - common gases and their properties. (c) Nature Study - the plant & animal cell. Structure of typical flowering plants; the Flower, germination of seeds.	3	105	3	B+
DOMESTIC SCIENCE: (a) Household Knowledge (b) Practical Cookery & Laundry	3	210	8	A
HYGIENE:	1	35	1½	A+

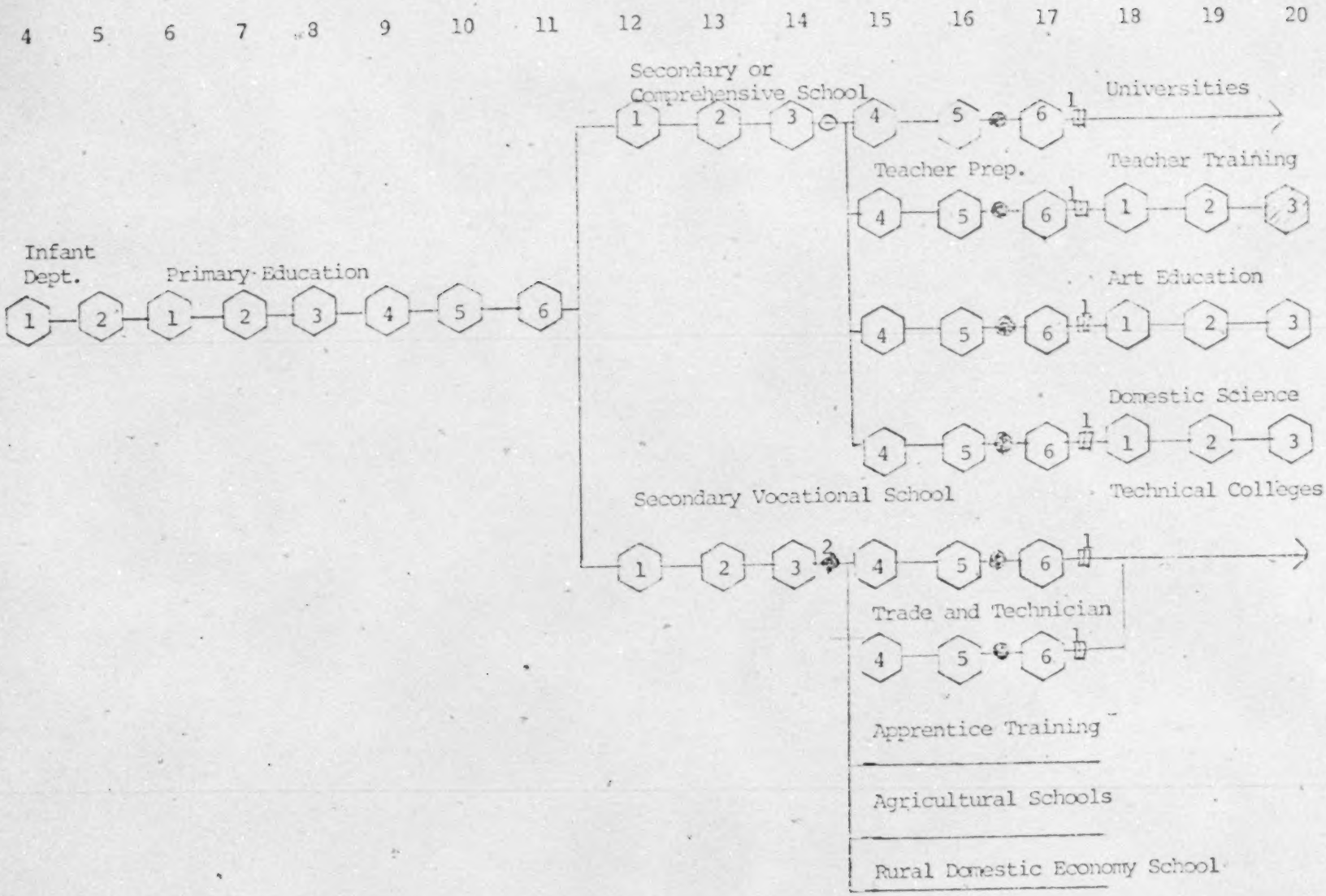
rendition of the music in liturgical functions. Gregorian Chant - fundamentals according to the principles of Solesmes. Vocal technique - solo and choral.
(b) Rudiments of Theory (Visual & Aural). Music Methods in elementary school. Vocal techniques, songs, choral work & conducting. Notation & sight reading; History & Appreciation.

GENERAL SCIENCE:	3	105	3	B+
(a) General Physics - Latent & Specific heat - thermometry, matter, atmospheric pressure, fluid pressure (b) General Chemistry - Composition of the air - common gases and their properties. (c) Nature Study - the plant & animal cell. Structure of typical flowering plants; the Flower, germination of seeds.				
DOMESTIC SCIENCE:	3	210	8	A
(a) Household Knowledge (b) Practical Cookery & Laundry				
HYGIENE:	1	35 70	1 3	A+
(a) The Skeleton & Muscular System; the Nervous System; the Excretory System; Respiratory & Circulatory System; Digestion Processes. (b) Sense Organs. (c) Disabilities & Diseases of children. (d) School Sanitation.				
MATHEMATICS:	3	105	3	A+
(a) Fundamental Arithmetic (b) Algebra - Theory of Equations, Progressions. (c) Euclidean Geometry of lines, angles, rectilineal figures, circles. (d) Trigonometry: Functions of angles, compound angles. Solutions of triangles; Problems in heights, distances, areas.				
PHYSICAL EDUCATION:	1	70	2	A
(a) General Department; Dancing; Rhythmic Activities (b) Introduction to Corrective P.E. (c) Teaching of P.E. in Elementary School.				
NEEDLEWORK:	3	105	3	A
(a) Sewing - plain & decorative stitching (b) Knitting; Darning; Cutting Out.				
INSTRUMENTAL MUSIC: (Piano)	1	70	2	A

(Signed) .....
President

Date: .....

THE IRISH EDUCATIONAL SYSTEM



[1]Qualification for the award of the Advanced Certificate is not required prior to entry into the Universities, the teacher training colleges, etc. The Leaving Certificate is minimum qualification. The Advanced Certificate is optional.

[2]Students entering the programs for which the Day Vocational Certificate was qualification may, at their option, continue work toward the Leaving Certificate. They may continue via the senior cycle route or by another prescribed program. (For those who enter the trade and technician courses, see All Our Children, p. 50-52). With the Leaving Certificate, the way is then open to the Advanced Certificate Program, to a higher technician course, or for possible transfer to a professional course or to a university.